

Governor's Scholars Program Selection Process

2015-2016



HELPFUL HINTS

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Description of the Governor's Scholars Program

What It Is

The Governor's Scholars Program is a stimulating, five-week, residential summer program for outstanding Kentucky students completing their junior year in high school. Established in 1983, the popular program provides academic and personal growth in a challenging, non-traditional environment that balances a strong liberal arts program with a full co-curricular and residential life experience.

To be eligible for nomination and selection, a student must:

- Be in the 11th grade at the time of selection and intend to return to a Kentucky school district for the next school term (Students skipping their senior year to enter college are not eligible.);
- Be a current resident of Kentucky;
- Have taken the ACT, PSAT, or SAT in the 9th, 10th or 11th grades.

Students must be nominated by their school districts or private schools to be considered for admission. They attend free of charge, needing only “pocket” money for personal and incidental expenses.

The 2016 program will be held on the Morehead State University campus in Morehead, the Murray State University campus in Murray, and the Northern Kentucky University campus in Highland Heights. Governor's Scholars are drawn from across Kentucky and represent the diversity of the Commonwealth.

There are no grades or credits. The program is singularly free from competition, creating an environment that is conducive to building a community of friends and colleagues.

The program offers Scholars a chance to know and make friends with other enthusiastic, energetic students with high intellectual capacities. The give-and-take among Scholars from different backgrounds is one of the most treasured aspects of the program.

What It's Like

Governor's Scholars live in college dormitories with separate quarters for men and women. They learn a great deal about themselves and others as they live in the community and develop long-lasting friendships.

The program provides students, faculty, and staff a rare opportunity to share the joy and discovery of learning and to exchange ideas in a warm community atmosphere. A select group of supportive high school and college teachers works closely with the Scholars in classes, seminars, and co-curricular activities. Well-known speakers and performers as well as films, field trips, special events, and a wide range of recreational opportunities offer an array of stimulating activities that provide fun and enjoyment while Scholars learn. Student-initiated events are encouraged.

If you are accepted, you must be prepared to get involved and to become a participating, contributing member of the Scholars' community, academically and socially. Because there is such a variety of opportunities for personal and cultural growth in this program, you will have to make choices at times in order to do all that you want. The program offers you an opportunity to be responsible for your own learning.

Purposes

The Governor's Scholars Program seeks to help exceptional students:

- achieve their highest academic and personal potential;
- cultivate their leadership capabilities in all aspects of life, school, workplace and community;
- expand their horizons to seek and create opportunities in a global context;
- develop their critical thinking, adaptability, and creativity.

The program seeks to do this while heightening the students' sensitivity to future possibilities for themselves, Kentucky, and society. It strives to stimulate, encourage, and reward excellence in Kentucky schools.

Academic Program

The program moves at a swift pace and advanced level as the Scholars concentrate on concepts, theory, practice, and discovery. *The academic program is designed for enrichment, not practice or advancement in special subjects. You are expected to attend daily classes and to participate fully in the academic and intellectual life of the community.*

Each student selects a **Focus Area** and participates in a **General Studies Area** and a **Governor's Scholars Seminar**.

What You Should Know

Since community building is essential to the students' experience in the program, there is an overriding philosophy of freedom coupled with responsibility that permeates all that students do.

The program's few regulations are governed by law, safety, and common concern for the total community. Some of those regulations are:

- (1) Student automobiles or other motorized vehicles are prohibited, as is riding in unauthorized vehicles, or leaving campus for unauthorized trips.
- (2) No drugs, including alcoholic beverages, will be allowed.
- (3) Firearms or other deadly weapons are not allowed.

All of these regulations will be firmly enforced. A student will be dropped from the program and sent home for violation of any of these regulations, and the student's school will be notified.

You should have a strong commitment to remain on campus the entire five weeks without interruption, except for illness or emergencies. Before applying, you and your parents or guardians should understand that Governor's Scholars are expected to stay for the **full** term of five weeks without interruption. The Governor's Scholars Program is built around a community of Scholars who need undivided time and continuity to reap its benefits: to grow intellectually, creatively, and personally; to gain self-confidence; and to broaden understanding. Enthusiastic graduates attest to the rewards of such involvement.

If you are selected to attend the program, you must sign a learning contract agreeing:

- (1) To stay for the entire five weeks of the program without interruption; and**
- (2) To attend classes daily and to participate fully in classes and in the life of the community, including weekends on campus.**

You should understand that if you fail to meet this commitment while you are in the program, you will be in violation of your contract with the Governor's Scholars Program. You may, therefore, **be dropped from the program and your school so notified**. Individual exceptions may be allowed for emergencies, illness, or overriding personal reasons or events.

Most Scholars understand and respect these requirements. A few with major conflicts that would take time from the five-week session choose not to attend the program; they make a difficult choice. **It is unethical and unfair to these honest students for a nominee to accept designation as a Governor's Scholar knowing beforehand that during the session he or she will seek permission to be absent because of a scheduling conflict.** Students who know of scheduling conflicts in advance should contact the Governor's Scholars Program to discuss the conflict before accepting a nomination, or should not apply.

For further information, contact your guidance counselor, a teacher, your principal, school superintendent, or the Governor's Scholars Program office at 502 573-1618.

Statement of Curriculum

The curriculum for the Governor's Scholars Program is composed of three levels. All students will be participants in courses or seminars at each level. In addition, the academic curriculum will be supplemented by a rich, diverse range of recreational opportunities, cultural and artistic events, outstanding field experiences, and distinguished convocation speakers and classroom guests. Sufficient free time is available for reading, socializing, and independent creative endeavors. Faculty members and resident advisors participate in co-curricular enrichment activities with students.

1. **Focus Area** – Courses that allow a student to pursue a topic in-depth as a member of a small group stressing the development of ideas in the chosen discipline, with the option of additional independent study.
2. **General Studies** – Classes that emphasize inquiry, service-learning, community leadership, and resolution development.
3. **Governor's Scholars Seminar** – Personal development seminars that stress concerns and problems faced by students, including such subjects as values clarification, career choice, and interpersonal relationships.

FOCUS AREAS

Students will indicate their top three choices from among a variety of interest areas (see list below for descriptions). GSP staff will assign students to one of the top three choices. Focus Areas meet weekly for a minimum of 12 hours per week. Emphasis will be placed on individual and/or group projects, the development of ideas within the particular discipline, identification of significant themes, and on the interrelatedness of the discipline to other content areas. Class size will vary from 18-22 students, with most around 19.

PLEASE NOTE: The focus areas are not designed to prepare you for any high school or college course or to score higher on the ACT or SAT. The GSP focus area courses are meant to provide broad, interdisciplinary, intellectual exposure and enrichment rather than narrow, disciplinary training. Students are encouraged to try a focus area in which they have little prior experience.

Focus Area Content Descriptions Are As Follows:

AGRIBUSINESS/BIOTECHNOLOGY: This course explores the diverse components of agriculture and emphasizes the contemporary methods and technology – including biotechnology – that are applied to this traditional field of studies in its new age of development.

ARCHITECTURAL DESIGN: This course features orientation to the historical perspectives of design from an architectural point of view, focusing on such aspects as landscape, interior, and historic preservation.

ASTRONOMY: This course provides a hands-on introduction to theoretical and observational astronomy. It combines late night observing sessions with regular classroom experiences. The course emphasizes the techniques of science and how they apply to the discipline of astronomy.

BIOLOGICAL AND ENVIRONMENTAL ISSUES: This course stresses contemporary issues in and interrelationships between the various biological sciences. Classes may focus on environmental issues that impact our lives and communities.

BUSINESS, ACCOUNTING, AND ENTREPRENEURSHIP: This course explores a wide-range of economic forces and systems that have shaped and will impact societies, individuals, and bring about change. It will include exposure to real situations in the business world as well as introductory accounting techniques.

CHINESE LANGUAGE AND CULTURE: This course offers intensive exposure to Chinese as a foreign language and to the Chinese culture within the broader frame of Asian heritage and tradition.

COMMUNICATION AND SOCIAL THEORY: (Media, Sociology, Gender Studies, etc.) This course explores social and communication systems, considering them as forces that affect nations and individuals.

CREATIVE WRITING AND LITERARY STUDIES: This course emphasizes the tactics and strategies in written texts – including those the Scholars write – and the human values those texts articulate.

CULTURAL ANTHROPOLOGY: This course is a study of various societies and ways of life, including sub-cultures within our own civilization. Students will differentiate universal aspects of human behavior from those that are socially determined. It may also include archaeological activities.

DRAMATIC EXPRESSION: This course explores creative expression through both practice and theoretical study of the dramatic arts. Students may be exposed to the various aspects of this art form including movement, literature, history, performance, and technical elements.

ENGINEERING: This course is an orientation to the historical and ethical perspective of engineering. It demonstrates the application of mathematics and science to the solution of “real-world” problems, and helps scholars understand the role of the engineer in today’s world.

FILM STUDIES: This course explores the history and development of film, emphasizing techniques used to produce a movie, as well as perspectives to read and interpret film.

FORENSIC SCIENCE: This course focuses on the role of forensics as a tool for scientists and law enforcement agencies in criminal justice processes and investigations.

HEALTHCARE INDUSTRY: This course will focus on the various fields of study dealing with health issues from a broad range of perspectives, e.g. medicine, insurance, disabilities, physical therapy, etc.

HISTORICAL ANALYSIS: This course stresses concepts and movements – cultural, social, and intellectual – rather than historical “facts.”

INTERNATIONAL RELATIONS: This course focuses on the importance of seeing the world from a global perspective with emphasis on the relationships among nations and cultures.

JOURNALISM AND MASS MEDIA: This course will explore the many different means through which news and information are spread around the world. Students will acquire hands-on experience broadcasting through various media as they consider the practical and ethical implications of modern journalism.

MODES OF MATHEMATICAL THINKING: This course explores some of the more exciting, less traditional mathematics, rather than focusing on the acquisition of new or specific skills. It emphasizes interrelationships of mathematical ideas and creative problem solving and applications.

MUSIC THEORY AND PERFORMANCE: This course explores various aspects of creative expression through both practice and theoretical study of music. Students may be exposed to various components of the art form including history, performance, and theory.

PHILOSOPHY: This course emphasizes the history of ideas, the process of logic, and the influence of ethics and aesthetics on the individual and society.

PHYSICAL SCIENCE (Chemistry, Geology, Physics): This course emphasizes the interrelatedness of such traditional areas as physics and chemistry to one another and to wider intellectual and social concerns.

POLITICAL AND LEGAL ISSUES: This course studies various political and legal systems and forces that impact societies, individuals, and bring about change.

PSYCHOLOGY AND BEHAVIORAL STUDIES: This course emphasizes the importance of psychological processes in driving behavior and shaping individuals as well as their societies.

SPANISH LANGUAGE AND CULTURE: This course offers intensive exposure to Spanish as a foreign language and to the Hispanic culture. Students should have studied the language for at least one school year.

VISUAL ARTS: This course explores various aspects of creative expression through both practice and theoretical study of the visual arts. Students are exposed to various mediums that may include, but are not limited to, painting, ceramics, glass, plaster, mosaics, photography, and drawing.

GENERAL STUDIES

Each scholar will be assigned to a General Studies group, which will meet about 6 – 8 hours a week to explore the topic(s) presented by the instructor. GSP makes an effort to assign students whose focus area is in the sciences or mathematics to a general studies group led by an instructor in the humanities or social sciences and vice versa. The emphasis will be on helping students develop their problem solving skills, and strengthening their creative thinking abilities, which leads to seeking solutions collectively that are both innovative and practical. Students will be encouraged and guided to develop leadership skills through the general studies classes, as well.

As a natural outgrowth of a program that nurtures self-confidence and personal responsibility, an interest in community service emerges. Scholars will receive guidance at GSP in planning for their future school or community service involvement. In most cases, civic engagement through community projects is part of the General Studies class. This component will help students further develop their leadership potential.

GOVERNOR'S SCHOLARS SEMINAR

Each student will participate in a discussion group concerned with issues and problems of interest to the group and the lives of students in contemporary society. Each group will meet twice weekly for a total of three hours. Topics such as interpersonal communication, family and peer relationships, college choice, and the responsibilities of academically talented students to society will be among issues to be considered for discussion.

**Governor's Scholars Program
Student Nomination
Important Dates**

September 9, 2015	Last day for the Governor's Scholars Program to mail Student Nomination Packets to Superintendents, Principals, and Guidance Counselors.
January 11, 2016	Last day for school districts with only one school, private schools, and homeschool students to mail notifications and completed applications to the Governor's Scholars Program. (Student's deadline to district is prior to this date.)
January 25, 2016	Last day for school districts with more than one school in the district (requiring a district selection committee) to mail notifications and completed applications to the Governor's Scholars Program. (Student's deadline to district is prior to this date.)
April 13, 2016	Latest date for Governor's Scholars Program to mail notifications to students of their status: Accepted, Alternate, or Not Accepted.
May 2, 2016	Last day for students to accept or decline their appointments. Those accepting must have signed contracts submitted to the Governor's Scholars Program by this date.
May 2, 2016	Last day for Scholars to request a specific session because they have <u>major scheduling conflicts</u> . Requests for session assignments will <u>not be honored if submitted after this date</u> . Sessions are staggered to allow Scholars to participate in other major events before or after they attend the program. Leaves of absence are only granted for family emergencies. Students will be expected to stay the full five weeks.
May 19, 2016	Latest date for Governor's Scholars Program to mail notification to Scholars of campus and focus area assignments.
June 19, 2016	First Session Opening Day
June 25, 2016	Second Session Opening Day
June 26, 2016	Third Session Opening Day
July 23, 2016	First Session Closing Day
July 29, 2016	Second Session Closing Day
July 30, 2016	Third Session Closing Day

Remember that Scholars cannot be absent during the program for any reason except emergency, illness, or similar overriding personal reason.

**2016 GOVERNOR'S SCHOLARS PROGRAM
SELECTION RATING FORM**

A. _____ (30 Points) Academic Achievement

1. _____ (0-15 points) Grade Point Average
2. _____ (0-10 points) ACT, PSAT, or SAT scores.
(Counselors should submit the applicant's best score.)
3. _____ (0-5 points) Difficulty of Course Load

B. _____ (30 Points) Student Profile

1. _____ (0-10 points) Extracurricular Activities
Participates in a variety of unrelated organizations; provides evidence of involvement beyond membership and depth of commitment.
2. _____ (0-10 points) Service (Voluntary or Paid)
Accepts responsibility for completion of tasks; reflects ability to handle demanding workload; and demonstrates leadership through paid or voluntary positions.
3. _____ (0-10 points) Honors/Awards
Demonstrates achievement, unique talents, and competitiveness.

C. _____ (20 Points) Writing Entry

D. _____ (10 Points) Teacher Recommendation

E. _____ (10 Points) Community Recommendation

F. _____ Total Score

Governor's Scholars Selection Process

Student Nomination Packets are sent to every public, private, and parochial school district in the state. The number of nominees each district may submit is based on their junior class enrollment.

All applications are read blindly and are given a unique "journal number" to insure fairness. The applications are reviewed and scored by a Statewide Selection Committee consisting of college admission personnel, college and high school teachers, and education leaders from different areas of the state. Applications are separated into seven sections and then totaled for a final score.

Academic Achievement – consists of ACT, PSAT, or SAT test score, grade point average, and difficulty of course load.

The Academic Achievement Section is awarded points based on the attached charts.

Student Profile

The three sections of the Student Profile are ranked by three selection committee teams. It may be necessary to list duplicate information in these sections to garner maximum points. For example, if the student is Captain of the Basketball Team, the information will be listed as an Extracurricular Activity for participation and also as an Honor/Award for being named the Captain.

- **Student Profile – Extracurricular Activities**
This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.
- **Student Profile – Service – Voluntary or Paid**
This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.
- **Student Profile – Honors and Awards**
This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.

Writing Entry – 500 Words

Selection committee members rank the submitted writing entries in seven categories.

Teacher Recommendation – must be from a core academic subject and from the 9th, 10th, or 11th grade. This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.

Community Recommendation - must be completed by any member of the community in a role not associated with the applicant's school. The recommender may not be a member of the applicant's immediate family. This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.



Academic Achievement

Test Score

Students may submit the ACT, PSAT, or SAT. ACT Test scores may be submitted from the 9th, 10th, or 11th grade. Please see the attached chart to determine which test score will garner the greatest number of points.

Grade Point Average

Guidance Counselors must submit the student's grade point average based on an unweighted 4.0 scale. Averages should include grades through the fall semester of 2015. Points are awarded for advanced or honors courses under Difficulty of Course Load.

Difficulty of Course Load

Guidance Counselors award students 1 – 5 points based on the level of classes taken through the fall semester of 2015. The number of advanced or honors classes taken, the number of foreign language classes completed, and electives chosen are considered.

ACADEMIC ACHIEVEMENT

2016 Governor's Scholars Program Guidelines for Rating Student Academic Achievement Test Scores and GPA

ACT SCORES Composites	
Points	Score
10	34-36
9	32-33
8	30-31
7	28-29
6	27
5	26
4	25
3	24
2	23
1	22

PSAT SCORES Selection Index Percentile	
Points	Score
10	99
9	98
8	96-97
7	92-95
6	89-91
5	85-88
4	80-84
3	75-79
2	69-74
1	62-68

SAT SCORES Critical Reading, Mathematics and Writing	
Points	Score
10	2260-2400
9	2130-2250
8	1980-2120
7	1860-1970
6	1820-1850
5	1760-1810
4	1700-1750
3	1650-1690
2	1590-1640
1	1530-1580

GPA CHART	
Points	GPA
15	4.0
14	3.95-3.99
13	3.90-3.94
12	3.85-3.89
11	3.80-3.84
10	3.75-3.79
9	3.70-3.74
8	3.65-3.69
7	3.60-3.64
6	3.50-3.59
5	3.40-3.49
4	3.30-3.39
3	3.20-3.29
2	3.10-3.19
1	3.00-3.09



Academic Achievement

2016 Governor's Scholars Program Guidelines for Rating Student Academic Achievement Difficulty of Course Load

This student has taken only the required curriculum, in lower level classes, and has not selected any academic subjects as electives.	1
This student has taken at least one honors or advanced class or at least one class in the higher level if honors or advanced classes are not available and has not selected academic subjects as electives.	2
This student has taken at least two honors or advanced courses in the higher level if honors or advanced classes are not available. Student must have taken some academic courses as electives.	3
This student must have taken three or more honors or advanced courses or three or more courses in the higher level if honors and advanced classes are not available. Student must have chosen academic courses as electives and has taken 1 year of a foreign language.	4
This student has taken honors or advanced courses in most/all subjects offered or highest level of courses offered in those schools without honors or advanced courses. Student must have chosen academic courses as electives and has taken 2 years of a foreign language.*	5

***Note regarding foreign language requirement:** In schools where students are unable to take 2 years of foreign language by their junior year, one year will suffice.

If a GSP School Coordinator has any questions regarding the foreign language requirements, please contact the Governor's Scholars Program office by calling 502-573-1618.



Student Profile

The Selection Committee looks for well-rounded individuals with a variety of interests and experiences. The most important thing is to be inclusive and specific with the information that tells your story to the selection committee. The committee can only review what is on paper. Please remember that the three sections of the Student Profile are ranked by three different selection committee teams and some information may need to be listed in multiple sections. Be sure that the Student Profile fully describes you.

Students are required to type this information.

(30 Points) Student Profile

(0-10 points) Extracurricular Activities

The student participates in a variety of unrelated organizations, provides evidence of involvement beyond membership, and demonstrates depth of commitment, leadership, and versatility.

(0-10 points) Service (Voluntary or Paid)

The student accepts responsibility for completion of assignments, reflects ability to handle demanding workload, demonstrates leadership through paid or voluntary positions, and commitment to the broader community.

(0-10 points) Honors/Awards

The student is recognized for his/her accomplishments, high achievements, personal uniqueness, and competitiveness, both at the individual and group levels.



Extracurricular Activities

Extracurricular Activities

List the activities in which you have been involved and provide a description of your contribution to that activity. Activities can reflect participation in school, church, community, and civic functions or a personal talent/hobby during the 9th, 10th & 11th grades. Your description should include: what responsibilities you assumed, what was the importance of your role, how much time you committed to the activity and how often you participated. Do not abbreviate activity names.

Please review the sample of a Student Activities section that was ranked highly by the Selection Committee on the following pages.

Potential activities to include in this section are:

- Reader's Club
- Church Hand Bell Choir
- High School Soccer Team
- Special Olympics Coach
- Church Youth Fellowship
- Mock Trial Team
- Student Council
- Yearbook Staff
- Marching Band
- Academic Team
- National Honor Society
- Newspaper Editor
- Future Problem Solvers
- Class Officer
- Athletic Teams
- Intramural Teams/Clubs
- Honor Societies
- Big Brother –Big Sister
- Peer Tutoring
- Fellowship of Christian Athletes
- Future Business Leaders of America
- Academic Contest
- Pep Club



Service

Service (Voluntary or Paid)

List your volunteer or paid service from the 9th, 10th & 11th grades. Explain your specific responsibilities and the impact these experiences have had on your awareness, growth, and development. In doing so, you will be able to demonstrate the depth and breadth of your commitment to others. Indicate time involved (hours), frequency (once a week, one time only, etc.) and how long you have been providing the service.

Please review the sample of a Service section ranked highly by the Selection Committee on the following pages.

Potential activities to include in this section are:

- Adopt - A - Highway
- Habitat for Humanity
- Volunteer at Soup Kitchen
- Fundraising for Cancer Society
- Mowing Yards
- Page for Kentucky House of Representative
- Special Olympic Volunteer
- Internships
- Baby-sitting
- Food Drives
- Coaching
- Walk-A-Thon
- Salvation Army
- Toys for Tots
- Singing Christmas Carols
- Mission Trips
- Summer Jobs
- Part-time Jobs
- Helping a Neighbor
- Religious Volunteerism
- Clothing Drives
- Park Clean-Up



Honors/Awards

Honors/Awards

List awards received for school activities or from outside organizations. Describe each honor/award and explain the importance of it. This section should reflect honors/awards received during the 9th, 10th & 11th grades. Do not abbreviate the name of the organization granting the award. Awards received multiple times should be listed individually.

Please review the sample of an Honors and Awards section ranked highly by the Selection Committee on the following pages.

Potential activities to include in this section are:

- Governor's Cup Competition
- Most Improved on Athletic Team
- 110% Award on Athletic Team
- Page to Senator or Representative
- High-Ranking Portfolio
- Published Literature
- Foreign Language Competitions
- All-State Piano
- All-State Choir
- Captain of Athletic Teams
- Outstanding Achievement in Specific Subject
- Quick Recall Team
- Honor Roll
- Office in Student Council
- Class Officer
- Club or Organization Officer
- Placing in Future Leaders of America or Other Club Competitions
- Science Fair
- Leadership or Service Awards
- Scouting Awards
- Art Awards
- Delegate to a National Convention
- Essay Contests
- Academic Team Competitions
- Honorable Mentions



Writing Entry

The Selection Committee members rank writing entries using the attached rubric as a guideline. **It is required that the writing entry be typed, double-spaced and a maximum of 500 words.** It is recommended that someone proofread your writing entry.

1. Because the readers review such a large volume of writing entries, it is important that you catch their attention with a fresh or interesting way of looking at the norm. Show originality in ideas and let the reader see your individuality.
2. Read all directions carefully. You will lose points for failing to follow the directions. Be sure to double-space your writing entry.
3. If you prefer, you may type and attach your writing entry as a separate document.
4. Write a first draft and then let it sit for a few days to a week. At that time, read it again and begin the editing process. No one does his or her best work with the first attempt. These are worth 20 points of your total score and you do not want to waste points by rushing through the writing process.
5. Review your writing entry. Many students fail to adequately or appropriately answer the question(s) posed in the prompt they chose. Did you address each section?
6. Listed below are some common problems and areas in which the readers have noted that many applicants need improvement:
 - Idea not supported by relevant and pertinent details – The reader should have a vivid picture in his/her mind of the idea you are trying to portray.
 - Be careful when using the thesaurus option on your computer. Not all words listed will work for you, and some may sound stilted.
 - Spell check and grammar check will not catch many errors. These are only step one in the writing process.
 - Maintain a consistent and appropriate tone in your writing for the writing prompt you select.

Governor's Scholars Program Writing Entry Scoring Guidelines

Formatting...

2.0 possible points

- Writing Entry is double-spaced

Purpose/Audience

0.0 – 3.0 possible points

- Limited awareness of audience and/or purpose
- Some evidence of communicating with an audience for a specific purpose; some lapses in focus
- Focused on a purpose; communicates with an audience; evidence of appropriate voice and/or suitable tone
- Establishes a purpose; maintains clear focus and strong awareness of audience; appropriate tone
- Establishes a purpose; maintains clear focus throughout; evidence of distinctive voice appropriate to audience

Idea Development/Support...

0.0 – 3.0 possible points

- Minimal idea development; limited and/or unrelated details
- Unelaborated idea development; minimal and/or repetitious details
- Depth of idea development supported by relevant details
- Depth and complexity of ideas supported by rich, engaging, pertinent details
- Depth and complexity of ideas supported by rich, engaging, pertinent details; evidence of analysis, reflection, insight

Organization...

0.0 – 3.0 possible points

- Random and/or weak organization
- Lapses in organization and/or coherence
- Logical, coherent organization
- Well-crafted, skillful organization

Sentences...

0.0 – 3.0 possible points

- Incorrect and/or ineffective sentence structure
- Simplistic and/or awkward sentence structure
- Controlled sentence structure
- Varied sentence structure
- Advanced sentence variety, structure, and length that enhances writing

Language...

0.0 – 3.0 possible points

- Incorrect or ineffective language
- Imprecise and/or simplistic language
- Acceptable, effective language
- Precise and/or rich language

Correctness...

0.0 – 3.0 possible points

- Frequent errors in spelling, punctuation, and capitalization
- Some errors in spelling, punctuation, and/or capitalization that do not interfere with meaning and emphasis
- Very few errors in spelling, punctuation, and/or capitalization relative to length and complexity
- Skillful control of spelling, punctuation, and capitalization

2016 Writing Entry Prompts

In 500 words or fewer, please respond to one of the prompts below. Be sure to fully address all questions and/or considerations posed in the prompt you select; points will be deducted from your score if you fail to do so. The diction and tone of your response should be appropriate for the topic you select. Also, take into consideration the potential audience and/or readers of your entry.

Your entry must be typed and double-spaced. Failure to follow directions will result in a loss of points.

Writing Entry Prompt Number 1:

If you were to write a book or direct a film, what would be the story line? Describe the main character(s).

Writing Entry Prompt Number 2:

If you were able to make one change in our educational or political system, what would it be and why?

Writing Entry Prompt Number 3:

You have been asked to develop a holiday. What would it be and what would it celebrate?

Writing Entry Prompt Number 4:

Discuss an event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.

Writing Entry Prompt Number 5:

Choose one of the following words and write an essay about it: air, water, fire, earth.



Teacher Recommendation

One teacher recommendation form is required. Let your selected teacher know that this recommendation is important to you and what participation in this program would mean personally. Please let your teacher know that a sample recommendation and the form are available on our website at gsp.ky.gov.

Some tips in this area include:

1. Give teacher **AMPLE** time to complete the recommendation.
2. For consistency across the board and to get the perspective of the student in the academic setting, select a teacher in core academic subjects from 9th, 10th or 11th grades; e.g., math, science, English, social studies, or foreign languages.
3. You may want to ask **two** academic teachers to complete the forms. Your guidance counselor can then submit the best recommendation. (If you do this, be sure to follow-up with the counselor and ask him or her to submit your best recommendation.)
4. Ask a teacher who knows you well and who is impressed with you both academically and personally.
5. Try to select a teacher who gives you detailed, written feedback on tests, papers, homework, reports, etc. These teachers are more likely to make an extra effort in completing your recommendation and are able to give specific examples to support their comments.

Governor's Scholars Program 2016 Teacher Recommendation Form

MUST BE TYPED

Teacher's Name: _____

Student's Name: _____

9th grade subject: _____

☐ AP ☐ Honors ☐ Regular ☐ Other _____

10th grade subject: _____

☐ AP ☐ Honors ☐ Regular ☐ Other _____

11th grade subject: _____

☐ AP ☐ Honors ☐ Regular ☐ Other _____

Please check the number that represents your experience with this student as related to the qualities listed below. 5 represents the highest score and 1 represents the lowest score.

Participation in class discussions/on task behavior in class	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Inquisitiveness, interest about class topics and issues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Ability to synthesize and grasp underlying principles	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Creativity and originality of thought	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Self discipline, responsibility, and dedication to following through	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Willingness to take academic risks	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Motivation, initiative, and self-starting ability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Flexibility, willingness to adapt to new situations and accept changes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Cooperation, social and emotional maturity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Academic integrity and honesty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Consideration and attitude toward other students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Contributing member of the school community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

As you respond to the following questions, please be sure to include specific details and examples. Brief responses that lack specific information do not provide the selection committee with sufficient information and will result in a lower score.

1. What do you consider to be the most relevant academic strength and weakness of this student?
2. What is most unique about this student as he/she relates to other students? If you are aware of any hardships/conditions (social, emotional, or otherwise) that may impact this student's participation in the Governor's Scholars Program, please note them here.
3. Based on your experience with the student, what would you expect the single greatest contribution of this student to be at GSP?
4. **(OPTIONAL)** If information that you feel important is not included elsewhere in your recommendation, please feel free to include it here.



Community Recommendation

One Community Recommendation Form is required. The goal of this recommendation is to get the perspective of how the student performs in a community setting beyond the high school. Therefore, this must be completed by any member of the community in a role not associated with the applicant's school. The recommender may **not** be a member of the applicant's immediate family or a member of the school, district, or state GSP selection committees. When selecting a recommender, keep in mind the recommender should know you well enough to answer the questions in detail and provide a strong recommendation. Please let your recommender know that the form may be downloaded from our website at gsp.ky.gov.

Some tips in this area include:

1. The recommendation **must** be completed on our GSP Community Recommendation Form. Letters of recommendation will **not** be accepted.
2. Give your recommender **AMPLE** time to complete the recommendation.
3. Ask a community member who knows you well and who is impressed with you personally and/or professionally. Ideally, your recommender should be someone who has interacted with you extensively through an organization such as – but not limited to – a club, team, or activity. It is important that your recommender be well acquainted with you so that he/she can provide a comprehensive assessment of you as an individual.
4. Some examples of potential community recommenders are: boy/girl scout leader, employer, league coach, neighbor, youth director, minister, mentor, etc.

**Governor's Scholars Program
2016 Community Recommendation Form**

MUST BE TYPED

Recommender's Name _____ Applicant's Name _____

Recommender's Position & Organization _____

How long have you known this applicant? _____

In what capacity have you interacted with this applicant? _____

Please check the number that represents your experience with this applicant as related to the qualities listed below. 5 represents the highest score and 1 represents the lowest score.

Willingness and ability to contribute to the community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Cooperation, social and emotional maturity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Character, integrity, and honesty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Consideration and attitude toward others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Flexibility, willingness to adapt to new situations and accept changes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Motivation, initiative, and self-starting ability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Willingness to pursue visionary ideas	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Self discipline, responsibility, and dedication to following through	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Creativity and originality of thought	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Inquisitiveness, interest in a variety of topics and issues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

As you respond to the following questions, please be sure to include specific details and examples. Brief responses that lack specific information do not provide the selection committee with sufficient information and will result in a lower score.

1. What do you consider to be the most relevant strength and weakness of this applicant?
2. What is most unique about this applicant? If you are aware of any hardships/conditions (social, emotional, or otherwise) that may impact this applicant's participation in the Governor's Scholars Program, please note them here.
3. Based on your experience with the applicant, what would you expect the single greatest contribution of this individual to be at the Governor's Scholars Program?
4. **(OPTIONAL)** If information that you feel is important is not included elsewhere in your recommendation, please feel free to include it here.



Guidance Counselor Statement

Please complete this statement **ONLY** if any additional information that may be significant and relevant **HAS NOT** otherwise been noted or introduced in the application. The Guidance Counselor Statement is **NOT REQUIRED**. The counselor should indicate if this student has overcome adversity, while maintaining academic excellence. (Please see attached samples.)

PLEASE NOTE: Additional points are NOT given NOR deducted for this section.

Governor's Scholars Program Guidance Counselor Statement

Please complete this statement **ONLY** if any additional information that may be significant and relevant **HAS NOT** otherwise been noted or introduced in the application. The Guidance Counselor Statement is **NOT REQUIRED**. The counselor should indicate if this student has overcome adversity, while maintaining academic excellence. (If submitting the Guidance Counselor Statement, please send two copies.)

Student's Name: Sarah Jenkins

Guidance Counselor's Name: Danielle Michaels

School District: North Central High School

Sarah is a humble student with a quiet disposition, but she sets forth each day to make a difference in others' lives. The life that she most directly impacts is that of her brother, who is autistic.

Immediately after school each day, Sarah returns home to help her family by serving as her brother's caretaker. Because both of her parents work full-time, she has assumed the responsibility of being her brother's primary caregiver. As a result of this family commitment, Sarah is unable to be involved in after school activities. Instead, she seeks fulfillment and enjoyment from working with her brother, helping him learn simple concepts, assisting him with his homework, and preparing his meals.

Sarah has so much potential and becoming a Governor's Scholar would help her along her journey toward a life of helping others. Please give her application thoughtful consideration.

Guidance Counselor's Signature: _____ **Date:** _____

PLEASE NOTE: Additional points are NOT given NOR deducted for this section.

Governor's Scholars Program Guidance Counselor Statement

Please complete this statement **ONLY** if any additional information that may be significant and relevant **HAS NOT** otherwise been noted or introduced in the application. The Guidance Counselor Statement is **NOT REQUIRED**. The counselor should indicate if this student has overcome adversity, while maintaining academic excellence. (If submitting the Guidance Counselor Statement, please send two copies.)

Student's Name: Joanie Sawyers

Guidance Counselor's Name: Mr. Jacob Meeks

School District: Kentucky High School

Joanie is a student who has faced the adversity of dealing with a severe visual impairment. Joanie has managed to not only overcome her disability, but to embrace it. Joanie has willingly taken on the leadership role in a household without a father or other family members to assist. Joanie lives with her mother and sister who are also visually impaired. She handles independent travel in the community to pay the household bills and grocery shopping to provide for the family. Joanie is independent, enthusiastic, kind and gentle. She is a walking advertisement to her peers on excellence through hard work and determination. She would be a great benefit to the Governor's Scholars Program.

Guidance Counselor's Signature: _____ **Date:** _____

PLEASE NOTE: Additional points are NOT given NOR deducted for this section.